

Assessment Policy

St James Senior Boys School

Appendix 1: Progression and Public Examination Entry

Appendix 2: Literacy Policy

At St James, we aim to ensure that no boy fails to reach his academic potential.

It is recognised that there are four end-users of assessment: the future employer or educator (for example Higher Education institutions); parents; teachers; and the pupil.

St James values the holistic education that we provide. Our education is focused on building character and allowing students to take part in rich and challenging emotional, physical and spiritual experiences, as well as the intellectual pursuits that culminate in public examinations. By securing the best possible outcomes, our boys can continue into higher education or employment.

As teachers we deliver the best, and expect the best. The quality of teaching and learning is therefore the key to success. We build rapport with our students through close attention. What is most important to all teachers is seeing boys maximise their effort in everything they do.

1. Aims of the Policy

- To provide clear guidelines for staff on our principles and practices of Assessment
- To ensure a coherent and consistent approach to assessment and reporting in all departments
- To provide a system of assessment and reporting that is clear to all end-users

2. Assessment of Learning – Summative Assessment and Tracking

“It is designed to provide evidence of achievement to parents, other educators, the students themselves and sometimes to outside groups (e.g. employers, other educational institutions). ...

Assessment of Learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures. It is important, then, that the underlying logic and measurement of assessment of learning be credible and defensible.”

Rethinking Classroom Assessment with Purpose in Mind – Dr Lorna M Earl

Teachers therefore have the responsibility of accurately and fairly *collecting and recording the information in assessing what skills and knowledge the pupil can demonstrate.*

Each department and subject have unique assessment requirements, however the following is consistent across departments:

- a) Subject teachers ensure assessment objectives are clearly communicated to the pupils (what will the pupils be learning?)
- b) The pupils are given clear expectations of achievement required and aspired to in each class
- c) Pupils know what standards are required of them and are able to gauge their own performance against the lesson outcomes/Success Criteria (How will achievement be demonstrated by the pupil?)
- d) Subject teachers use periodic assessments and tests, which identify gaps in pupil’s knowledge and skills. Pupils are assessed “little and often” regularly.

- e) Each year group has an assessment week in terms 1 and 2 where an assessment is made of the pupils and reported back to parents. In term 3 all boys in Years 7, 8, 9, 10 and 12 have a formal summer examination in each of the examined subjects.
- f) Regular marking of homework is expected from all teachers as this is an important ingredient of Assessment of Learning. Marking is linked to clear criteria which the pupils are made fully aware of when homework is set
- g) Assessments throughout Year 8, and 11 are used to guide curriculum choices for the following year (See Appendix 1)
- h) The school's use of assessment (and reporting) takes into account the age and ability of pupils

Securing the best possible outcomes

- i) The Head of Year and Academic Director, led by the Deputy Head (Academic) work together with the Form Masters on intervention strategies if it is believed that a pupil is underperforming continually in one subject or across the spectrum. These can include: meeting with parents; changing or dropping publically examined subjects; organising extra tuition or organisation workshops; facilitating mentoring etc.
- j) Heads of Department design and monitor assessment within their department, ensuring standards are consistent across teachers and (for Y9-13) in line with GCSE/A Level assessment objectives and outcomes.
- k) In Heads of Department meetings and at Year Group Summit meetings, the Academic Director and the Deputy Head (Academic) monitor consistency of assessment.
- l) Heads of Department track results in their departments and compare these to aspirational targets. Heads of Department highlight trends (teacher or student)

and communicate these to the Academic Director and the Deputy Head (Academic).

- m) Each department has a short document that clearly explains how Assessment is operated and communicated within their subject(s), coordinated by the relevant Head of Department.
- n) The Academic Director analyses public exam results, mock results and predicted grades and compares performance across different subjects and tracks this data from previous years. These performances are communicated to the Headmaster Deputy Head (Academic) and Heads of Department with a view to raising the level of achievement.

2.1 Tracking Pupil Performance

We take into account the pupils' starting point in setting goals and measuring progress. All pupils have scope to make excellent progress regardless of where they start.

A **starting profile** for each pupil is determined by English, Maths and Verbal Reasoning tests together with a baseline MidYIS test and a reading test at the start of Year 7.

In Year 9 students (and new students in Year 8) also sit a baseline MidYIS test which provides predicted grades for GCSE subjects. These, combined with SENCO information and teacher assessment, form the basis of the student's Target Average grade. This grade is given as an Average figure (1-9). Please note: the school has decided not to publish Target Grades for each subject, although ***every teacher has a record of the Target they feel appropriate for each student.*** The focus of St James is to create a growth mind-set: individual subject Targets can limit students' aspirations. An overall Target Average is published in reports for all end-users to give a clear indication if the student is generally under or over performing to allow effective intervention and analysis.

Working Towards grades (See 2.2) generated by assessments are recorded on reports. Teachers track (by their subject) and this is overseen by individual Heads of Department.

Any concerns are highlighted to the Head of Year, Academic Director or Deputy Head (Academic) for intervention (see above).

The Form Teacher is the main person responsible for monitoring the overall performance of the pupils in his/her form. Any concerns are highlighted to the Head of Year, Academic Director or Deputy Head (Academic) for intervention (see above).

2.2 'Working Towards' Grades and Reporting

In reports, all boys receive 'Working Towards' Grades for each subject. An average 'Working Towards' Grade is also published, as is an overall Target Average.

1. Pupils are awarded a grade which mirrors the government's new grading system, except it does not utilise the lowest or highest mark (2-8)
2. In all subjects, 'Working Towards' grades directly refer to learning objectives (both skills and knowledge based, depending on the subject) clearly communicated to the students (See 2.0)
3. The generation of 'Working Towards' grades is clearly understood and communicated to pupils and parents through a number of mediums including posters, stick-in worksheets, Firefly etc.
4. For reports after an examination: examination percentage is also given on reports to indicate how the pupil did under examination conditions, but grades are not *only* linked to the examination
5. 'Working Towards' grades should generally predict the achievement of the student as they progress through the school to GCSE and/or A Level.
6. In this way, 'Working Towards' grades are used with MidYIS results to track and trace pupils' achievement in the school and highlight any under or over performing pupils

2.2 'Working Towards' Grade Descriptors for Years 7 and 8

7-8: Achieving an outstanding standard well above the national average for his age group

6: Achieving a good standard, above the national average for his age group

4-5: Achieving a satisfactory standard, in line with the national average for his age group

2-3: Achieving a standard below the national average for his age group

2.3 'Working Towards' Grades for Years 9-11

GCSE grades given at every report (2-8); each Department decides on which assessments are used to make up a final term (or half term) grade. Departments are encouraged to use a series of assessments, rather than a single test or examination, however this is not always possible when working with specific GCSE Specifications.

The GCSE grade obtained by the student reflects the grade he would achieve if he continued to work at this level until the end of Year 11.

2.4 Effort marks

These are awarded in every report and grade sheet for Years 7 - 11. They are based on the amount of work the pupil has put in, both in class and for homework, and reflect his general attitude and behaviour. They are given as: Outstanding (O/S), Good (Good), Requires Improvement (RI) and Poor (Poor).

2.5 Grading in the Sixth Form

6th Form classes use regular assessment incidents, along with formally scheduled mock examinations, to assess pupils. Assessments are directly linked to A Level specification grade descriptors (all students are given these at the beginning of the year) using 6th form style grades (A-U). Parents are emailed regular '6th Form Progress Assessments' which track pupils in relation to their Aspiration Target Grades, assess each student's organisation and provide targets for improvement. Aspirational Target Grades are set using GCSE results and previous knowledge of the student. They are agreed with the student in a process in the first half term of Year 12.

Intervention strategies are arranged by the Head and Deputy Head of 6th Form for students who perform significantly below their Aspirational Target Grade.

2.5 Timing of Assessments and Reporting (written)

The timing for published assessments and PTIs is communicated to all staff at the start of each year. It is also posted on the staffroom noticeboard. Staff are expected to attend PTIs for all the boys they teach. Each department also publishes its own assessment plans, which include timings, learning objectives and grade descriptors (See 2.0 m).

3. Assessment *for* Learning

3.1 Principles of AfL

Any assessment is only as good as the action that arises from it. Appropriate and frequent assessment and guidance ensures that each pupil is able to evaluate his performance and understand how to improve further.

Classroom Practice

“Good classroom practice includes:

Regular planned “assessment incidents”.

Regular pupil self assessment

Feedback for learning

Adjusting teaching to take account of the results of assessment”

Bet McCallum – Institute of Education

Deputy Head (Academic), Academic Director and Heads of Department ensure that best practice assessment is regularly occurring in the classroom through lesson observations and learning walks. Assessment is also a topic regularly discussed at whole staff meetings.

Heads of Department have also created a number of subject specific resources to help communicate assessment objectives and outcomes to pupils. The culture of assessment at St James is accessible and non-threatening and pupils are not afraid of failure. Pupils peer assess and self assess. They understand that the purpose of assessments is improvement.

3.4 Marking

Work should be marked in a way that provides clear dialogic marking and feedback to each pupil as to what grade they are achieving and on their strengths and specific areas for improvement so that progress takes place and pupils know how to move to the next steps in their learning.

- a) Teachers mark work regularly. Marking is done in a pen/pencil that is noticeably different from the work marked, so that annotations are easily visible to the pupil.
- b) Assessment of written work is used by departments to inform on-going teaching and curriculum planning.
- c) Marking should support high standards of presentation, spelling, grammar and punctuation.
- d) Good feedback prompts thinking and makes it clear to the pupil that ability is incremental rather than fixed. Feedback should focus on the task and should help the pupil move forward
 - i. What pupils need to do to improve
 - ii. How to go about doing this.
- e) Marking comments should be legible and written using language that the pupils are able to understand.
- f) Marking should be linked to the system of reward to encourage pupil motivation.

- g) Staff keep records of all grades given for key pieces of work and of any tests throughout the year.
- h) Pupils must respond to feedback immediately by initialling the comments made and acting on them where appropriate and time is set aside for improvements in lessons.
- i) Students/Teachers record targets in an easily accessible place so that boys can constantly refer to them while they work.

St James values the personal relationship between pupil and teacher. Marking should always take into account a deep knowledge of the pupil – his emotional state, his special learning needs and his ‘ability’. Teachers insist on the highest standards of work, however, this insistence is done with a good knowledge of a pupil’s ability in any particular subject. Sometimes, the most effective marking or assessment is a one-to-one talk with a pupil.

3.5 Literacy

All departments are encouraged to mark explicitly for literacy learning objectives. Specialised vocabulary should be used by students and recognised by teachers. Spelling, punctuation and grammar in every subject must be regularly corrected using the principles in 3.4 – see the Literacy Policy (Appendix 2).

3.6 Adjusting teaching to take account of the results of assessment

Assessment informs the level at which the next lesson is pitched and/or how much time is spent consolidating particular topics. If necessary the Scheme of Work is amended to include a revision/consolidation lesson. Class-work and homework tasks are differentiated to enable each pupil to make good progress. Assessment informs effective differentiation.

3.7 Vision Interviews – Target Setting

Once a year, Year 10 pupils meet individually with each Form Teacher. In this meeting the performance of the pupil is discussed and targets are set for improvement. These targets are recorded in the homework diary of the pupil and on occasion are subsequently referred to by the subject teacher and the pupil. Following the individual meeting, Year 10 pupils also meet with the Head of Year, Deputy Head (Academic) and/or the Academic Director to discuss performance and holistic targets going forward, including higher education and career advice.

3.8 Physical Education

In this subject, no written work is set, however assessment for learning is used in the PE department for lesson planning, skills and fitness. The PE department also has an advanced system of assessing all pupils that is communicated both to the pupils and their parents (See PE Education handbook). PE is also offered as a GCSE option and follows the policy of sections 2 and 3 (above).

3.9 Merits and Awards

Outstanding work is recognised. Work that is of a very high standard and where extra effort has been made is given merits in Years 7-10.

Teachers and pupils (of all years) are both encouraged to submit work for the 'Quality of Work' awards to the Deputy Head (Academic). These certificates are generally given every half term to pupils in Assembly. Work must be well presented and with excellent content. Boys are recognised for:

- a) Most improved
- b) Highly Commended
- c) Best Quality of Work Upper/Lower School

Successful entries to the competition are displayed in the main corridor.

In Years 9-13, outstanding achievement in assessments is awarded by the presentation of Gold, Silver and Bronze lapel badges (as Shells), coordinated by the Deputy Head (Academic).

4. Quality of Presentation

In Years 7-8 written work is completed with a fountain pen. In Years 9-13 pupils choose the type of pen they wish to use, but they are advised that public examinations require the use of black biros. Pencils should be used for drawing, geometry etc.

Form Teachers regularly check that pupils have their homework diary along with the correct equipment (including fountain pens, fineliners, calculators) and the discipline policy is followed for those boys who do not bring correct equipment to school.

Some pupils may use a laptop where appropriate. The use of laptops is not something that they choose; it should have been agreed and detailed in a learning plan negotiated by pupil, parents, Form Teacher and Learning Support department. A list of those whose who are permitted to use laptops is made available by the SEN department (Access Arrangements List).

All work should have a title, which should be underlined with a ruler. Work should also be dated. Teachers reject work submitted for marking without these until the date and title have been included.

Exercise books have the name and surname of the pupil, subject, class and possibly the name of their subject teacher on the front cover. Graffiti is not permitted on the book, inside or out.

5. Assessment for Entry

There are two forms of assessment for entry: examinations and interview (see Admissions Policy).

5.1 Examinations

For entry into Year 7 prospective pupils sit exams in English, Maths and Verbal Reasoning. Both the English and Maths exams are equivalent to 11+ exams taken elsewhere for entry into independent schools. The Verbal Reasoning exam is published by GL Assessment.

For entry to Year 9 from prep schools the Common Entrance examinations are used. Alternatively, equivalent exams are taken within the school.

Entry to Year 10 is exceptional and any exams sat will depend upon the particular circumstances.

Entry to the 6th Form uses GCSE results.

5.2 Interview

All prospective pupils are interviewed by a member of the Senior Management Team. The aim of this interview is to determine connection and support of the ethos of the school, along with determining issues relating to curriculum, such as academic standards, balance and subject choice.

5.3 Scholarships

A limited number of Academic scholarships are available each year. See the Scholarships policy. The top 10% of pupils who sit the St James Entry test are invited to an extra scholarship testing day. The Headmaster and Director of Education evaluate the tests done by applicants and make the final decision whether or not to offer a scholarship.

6. Exams

6.1 Internal exams and standardisation

Years 7-10 and 12 have one formal internal summer examination at the end of the summer term. In addition, they have one assessment week in each of the first two terms

in which they are assessed in each subject. These weeks are preceded by a revision week. These dates are published in the calendar.

The Year 12 exams are used to guide UCAS predicted grades (although are not wholly reliant on them).

Year 11 and 13 have 'Mock examinations' scheduled during the year in preparation for public exams. The exams take place within the 'exam week' and this is preceded by a 'revision week' – both marked on the calendar. Each pupil is provided with a revision guide (on the Firefly VLE) and an exam timetable so that he can plan revision in advance, with guidance from his Form Teacher.

6.2 Year 11 and 13 Mock Examinations

Mock Examinations are set by departments to mimic the exams boys can expect at the end of the year. They are all held at the end of the Autumn Term (Year 11) and in February (Year 13). To address the amount of examinations used by many subjects, other 'mock exams' are held in lessons.

For Years 10 – 13 the internal exams are standardised by adherence to public exam syllabuses and through exam board procedures. This is monitored by the Deputy Head (Academic) and the Exam Officer.

For Years 7 – 9 the internal exams are standardised by reference to standards at either Common Entrance, National Curriculum or by standards set by individual departments.

Poor performance in internal exams can lead to re-sits following a period of revision. Decisions relating to re-sits are taken jointly between the subject teacher and Form Master. Poor academic performance or effort may also result in a student not being allowed to progress to the next year level, choose a subject or sit a public exam – see the 'Progression and Exam Entrance Policy' in Appendix 1.

6.2 Public Exams

Public exams are taken in the subjects studied during Years 11 – 13. In general, GCSEs are taken at the end of Year 11 and A Levels at the end of Year 13. Pupils may also take “private” subjects (for example, GCSE Russian) using the school as an exam centre.

7. Aptitude Data

Boys are given MidYIS tests in the Autumn term of Year 7 and Year 9. Any new boys in Year 8 are also tested.

The data from these tests is used to help determine GCSE and A level Targets, possible learning difficulties and giftedness and Value Added (See 2.1 above).

7.1 Learning Support

The school is generally informed about pupils who may require additional Learning Support by previous schools and/or Educational Psychologist reports.

The SENCO reviews the MidYIS and GCSE data and determines pupils with possible learning difficulties or giftedness. For learning difficulties the SENCO then decides, with parental consultation, which pupils should be formally tested and which tests they should sit. If these tests indicate learning difficulties then the pupil is included on the Learning Support register and details are provided to all teaching staff. The G & T Coordinator also reviews the MidYIS results to establish possible giftedness. Teachers are informed of and take note of LS and G & T pupils. Many students with a Special Educational Need have IEPs which are reviewed yearly with the SENCO, parents, Form Teacher and Headmaster or Deputy Head. (See Learning Support Departmental Handbook).

8. Reporting to Parents

8.1 Written Reports

Years 7 – 11

Parents receive written reports and gradesheets throughout the year. The reports document a Target Grade average, a 'Working Towards' Grade average, a 'Working Towards' Grade per subject and an effort mark per subject. The grading system mirrors the GCSE Grades (2-8) for Years 9-11. Teachers give grades that indicate ultimate GCSE or A Level performance if a pupil continues working at this level. Both Grades and Effort marks are tracked against MidYIS predictions. A comment and target are also included in Reports to clearly indicate the pupil's next goal in his learning.

6th Form

6th Form Students receive regular Academic Progress Reports, referencing Aspirational Target Grades and giving clear Targets for improvement.

8.2 Parent/Teacher Interviews

Parent-teacher interviews are of two types: subject teachers and Form Teachers.

The purpose is to inform parents of their son's current performance and advise parents as to how they can assist in their son's progression.

8.3 Formal Reports

8.3.1 Subject reports

Teaching staff should refer to the document 'Report Writing at St. James' for specific advice about writing reports.

8.3.2 Checking Reports

It is the subject teacher's responsibility to ensure that his/her reports are correct. All teachers should check for accuracy (Have you entered the right grade?) and literacy (spelling, punctuation and grammar). Report deadlines are published well in advance: all teachers are expected to meet the report-writing deadline by 9am on the published day. Deadlines are set to ensure that there is enough time for checking, printing and sending.

9. Form Reviews

Form Teachers review the progress of each individual with the Head of Year at least once per term. The meetings are minuted and action points are usually implemented by the Form Teacher. The relevant academic and aptitude data are used at the meetings.

10. Management Information System

School reports are recorded by staff on the Schoolbase MIS. Information, such as the Learning Support register, is also available to view on Schoolbase and is accessible by all staff.

Appendix 1

Progression and Public Examination Entry

1. Aim of the Policy

Our foremost aim is to ensure that no boy fails to reach his academic potential at St James.

2. Number of Subjects (GCSEs and A Levels) Undertaken

The number of subjects each student sits at GCSE or A Level needs to be organised to give him the optimal chance of achieving high grades in said subjects. Where necessary, students may be required to reduce the number of subjects taken to ensure high attainment, dependent on progress. In certain circumstances, a student may start his examination courses with a greater number of subjects than he ultimately sits exams in.

3. Qualifying to start the GCSE or A Level course

Boys choose GCSE options towards the end of Year 8 in a guided options programme (see curriculum policy). Students choose A Level options during Year 11.

- To begin a publically examined course (GCSE or A Level) it must be believed that the student has the ability to achieve a minimum C Grade (or '4' at GCSE).
- Students are required to achieve a Pass mark in the relevant Year 8 examinations to take the subject at GCSE. This Pass mark is decided by Heads of Department. This system is also communicated to parents at the Stepping Into Manhood events in February and May.
- To start an A Level, students are required to attain specific minimum Grades at GCSE (communicated on the 6th Form Application Form): generally an A Grade. They must also achieve at least 5 Bs at GCSE.
- To continue a subject at A Level in Year 13, students must achieve at least a C Grade in the subject taken (either in internal exams or external AS exams).

4. Progression

Teachers use the data available for each student to set a Target Grade for their subjects, in consultation with their Head of Department. These are recorded and the pupil's performance is tracked against these grades.

An overall MidYIS Target Average is also arranged by the Deputy Headmaster (Academic) and Academic Director, in consultation with the Head of Upper/Lower Schools and Heads of Department. This is communicated to parents in the first half term of Year 9 and printed on subsequent reports. Grades will be developed using MidYIS data and previous attainment (See 2.1 Assessment Policy).

Teachers regularly undertake summative assessments of all students. These assessments are analysed by the Teacher, Head of Department and Academic Director to ensure every pupil is making good progress towards his Target Grade.

- If a pupil is progressing one level below his Target Grade, the Head of Department is responsible for arranging an effective intervention. This could include direct communication/meeting with parents, extra assistance in clinics etc. It is the responsibility of the Head of Department to be aware of the progress of all pupils taking his/her subject.
- If a pupil is progressing two levels below his aspirational Target Grade, the Academic Director (or the Head of 6th Form where relevant) will meet with the relevant Head of Department to arrange an effective intervention. Information from these meetings will be communicated to the Form Teacher (6th Form tutor) and relevant teacher.
- If a pupil is underperforming across a number of subjects, any intervention should be coordinated by both the Academic Director and the relevant Form Teacher (or in the case of the 6th Form – Head of 6th Form and 6th Form Tutor). It is the responsibility of the Form Teacher (or 6th Form Tutor) to be aware of the general academic progress of all members of his/her form and be ready to intervene if any problem occurs.

4.1 Progress Bench Marks

Year 9 into Year 10

Examination results and summative assessment will be taken into account at each point of progression. A decision will be made by all the relevant stakeholders in the best interests of the student as to whether a pupil should progress from Year 9 to Year 10 after the Year 9 examination results are published. As a general rule, if a pupil is 2 or 3 levels below his aspirational Target Grade, then dropping the subject will be considered.

Year 10 into Year 11

As above – with the addition that any boy significantly underperforming in his Year 10 end of year examinations will be asked to re-sit examinations at the start of Year 11. If the results are still 2-3 levels below the aspirational Target Grade, then he may not be allowed to continue with the subject.

Year 11

The mock examinations in November are extremely important. Any student achieving 2 levels below their Target Grade will be asked to re-sit their mock examination in January. Failure to improve the grade may result in the pupil not be entered to the relevant examination.

Appendix 2

Literacy Policy

St James Senior Boys School

1. Aims of the Policy

The aim of this policy is to provide clear guidelines on the whole school's approach to the teaching and monitoring of literacy. This includes spelling, punctuation, clarity of communication and grammar/syntax.

Where appropriate, literacy-focussed aspects of the School Marking Policy are included.

2. Principles of Teaching Literacy

Literacy is the ability to decode (read) and write

The aims of teaching literacy are to ensure that pupils are able to read, understand and evaluate information and texts across the whole school curriculum, presented in a range of media and formats, as well as in the wider world.

Teachers are required to monitor levels of literacy in all subjects against grades and expectations as appropriate to the subject and examination specifications.

Teachers' expectations play an important role in determining standards of work.

Heads of Department will ensure responsibilities are clear in relation to literacy. Each Head of Department should monitor literacy in their classes and to feed back to staff areas for development

Teachers are responsible for ensuring that pupils understand the vocabulary used in the classroom and have strategies for decoding information during private study and homeworks.

3. Marking

All subjects are responsible for assessing literacy as appropriate.

Marking should be done in a pen/pencil that is noticeably different from the work marked, so that annotations are easily visible to the pupil.

Literacy learning objectives are discussed at the beginning and end of each unit as well as at the beginning of most lessons. Along with lesson by lesson assessment which is conducted by regular questioning of pupils (primarily to assess their reading/ decoding skills), Teachers check students' work on a regular basis (every 2 to 3 weeks). 'Checking' involves:

- Reading through the students' exercise book
- Ticking pages to show you have read them
- Correcting repeated errors of spelling or grammar
- Highlighting poor presentation or organisation
- Praising good presentation and organisation
- Awarding merits

General guidelines for all departments:

- Five literacy-based corrections **maximum** per page (see below with reference to differentiation).
- The errors marked should be corrected by the students themselves in their own time or as part of a set homework

Marking of corrections:

- SP- spelling. Write out the correct spelling three times.
- GR- grammar. Write out the full sentence correctly.

- Syntax- error of sense. As with grammar, write out the sentence correctly.
- P- punctuation. Write out the sentence once with all punctuation corrected.
- /- sentence division. Use when either a new sentence is needed or when a new one has been started arbitrarily. Write out both sentences in full.
- //- paragraphing. Write out the corrected final sentence of paragraph one and first sentence of paragraph two, with appropriate indentation.
- ^- content/words missing. Write out the sentence in full with the appropriate missing content added.
- WW – used if the student has used the wrong word or the word does not make sense in the context

The whole school marking policy states:

- Correcting all errors (except in extreme cases, when it may be better to correct errors only in one paragraph/area of the work so as not to dishearten a pupil)

All departments are encouraged to mark explicitly for literacy learning objectives. Specialised vocabulary should be used by students and recognised by teachers. Spelling in every subject must be regularly corrected. All humanities GCSEs now assess literacy and sciences feature written responses where clarity of communication is important. Subject specific vocabulary lists should be on display in each classroom as appropriate

Marks are allocated to literacy learning objectives in each formal assessment for every subject where appropriate.

4. Adjusting assessment to take account of literacy levels/

SEN

When marking work, teachers should take into account any special educational need that pupils may have. This should not alter the way in which the student is assessed

summatively; the final mark is always awarded as a fair and accurate representation of the pupil's level of achievement. However the following are general guidelines:

- Be empathetic to the boy's needs
- Allow extra time to complete corrections (at the teacher's discretion)
- Where appropriate, mark in the correction. This is particularly pertinent to dyslexic students, for whom looking up a spelling may be exceptionally time-consuming. However, they should still abide by the policy of correcting spelling mistakes three times etc.
- Where appropriate, provide model paragraphs (copied or from examples of best work) which students can refer back to: particularly pertinent to dyspraxic students.

Policy Written by: Richard Bustin / Nic Lempriere (Literacy) / Lorraine Soares

Reviewed by: Headmaster and SMT
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Approved by:
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Date:

